Role of Women Higher Education Institutions of Northern India in Context to Professional Development of Teachers: A case study of Jaipur Region

A

Synopsis

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INTRODUCTION

If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered"

PT. JAWAHARLAL NEHRU

Despite the Indian government's strong commitment to universal education, India continues to have one of the lowest female literacy rates in Asia. In 1991, fewer than 40% of India's 330 million women aged 7 and above were educated, implying that over 200 million women remain illiterate today. This low level of literacy has a severe influence not only on the lives of women but also on the lives of their families and the economic growth of their country. Numerous studies reveal that illiterate women have a high fertility and death rate, poor nutritional conditions, limited economic ability, and minimal autonomy within the home. A woman's lack of knowledge has a bad influence on her children's health and well-being. A recent investigation in India, for example, discovered that infant mortality was inversely associated with the mother's educational degree. Furthermore, the country's economic progress may be hampered by a lack of an educated populace.

In India, female literacy rates are lower than male literacy rates. In comparison to boys, fewer girls attend school, and more drop out. Women's rights are critical to the nation's progress. In this century, the country's economic wealth is dependent not just on males but also on women's. To strengthen women's roles in society, the government focused mostly on education and improving work prospects. To that end, the Indian government has created a slew of programs and plans to help them integrate into the mainstream of development. Women's socioeconomic situations have improved as a result of these measures. Women's nationalists were extensively appreciated after India gained independence. When the Indian Constitution was written, it offered women's equal rights, treating them as legal citizens of the country and equal to males in terms of freedom and opportunity.

According to the Indian Constitution's 86th Amendment, free and compulsory education for children aged 6 to 14 is a basic right of the Indian people. Despite the fact that the Indian

government has made certain steps, such as the "Sarva Shiksha Abhiyan" (the major goal of this initiative is to provide elementary education, particularly to female children from impoverished rural regions), despite these efforts, there remain still barriers to women's education.

Women education is very important for the proper social and economic growth of the country. It is like an effective medicine to cure a patient completely and provide health back. Women education is a big opportunity for India to be developed socially and economically. Educated women are the weapons who yield positive impact on the Indian society through their contribution at home and professional fields. They are the reason of improved economy in the country as well as society. An educated woman has capability to handle her home and professional life. They can effectively contribute in controlling the population of India as they would like to marry at a later age in comparison to the uneducated woman.

Raja Ram Mohan Ray and Iswara Chandra Vidya sagar were some famous social reformers during the British rule in India who paid their attention towards the women education. Both man and woman cover the half population of the country. They are like two sides of the coin so need equal opportunity to participate in the country development. One cannot exist without other because women are everything as they give birth to the future generation. If they would be well educated they would give rise educated future generation and thus healthy social and economic condition in India.

The Indian higher education system is one of the largest such systems in the World. It consists of colleges, universities, institutions of national importance (such as Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science, etc.), and autonomous institutions with the status of deemed universities. The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. Higher education institutions is given increasing recognition by national governments and international agencies throughout the world to become a crucial incentive for professional development goals.

Different commissions and committees emphasized the need and issues of professional development for teachers at higher education level. Programmes of professional development improves individual’s career through research, workshops, seminars, travels and by working with experienced professionals. Mostly programmes of professional development are either

skill-based or general. General professional development provides general skills, through basic education while as skill-based programmes deals with the managerial skills, leadership qualities, current profession and increasing person's productivity. These programmes and courses are designed for developing professionalism and individuals' skills.

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career. Professional development can enhance your skills as an employee, leading to new opportunities and career advancement. Professional development involves developing the skills, traits and competencies that contribute to your success in the workplace. In the contemporary scenario, due to change in educational and social realities as well as in view of obsolescence along with explosion of knowledge, there is a dire need of professional development among teachers. Professional development for teachers turns teachers into stronger and more fitting teachers by allowing them to produce useful and personalized lessons for the students today. Professionalism in teacher education is the dire need of the hour. Knowledge and experience alone are not enough for teachers in their entire careers to supporting them. Professional development for teachers, educators can go back to the classroom and make changes to their teaching styles and curricula to better suit their students' needs. Professional development for teachers makes them more effective in their presentations and course assessments, Develop Better Skills in Organizing and Management, allow them to expand their knowledge base in various areas of the subject. It keeps educators motivated as they know they get the professional support they need to be better teachers. After all, professional development nurtures the skills of teachers willing to take on leadership positions in education, and teachers need to learn from other experienced leaders to become effective leaders themselves in the future.

REVIEW OF RELATED LITERATURE

1 **Kumar, Jitandera (2021)** wrote an article on role of ICT in professional development of prospective teachers: possibilities & challenges. He concluded that, in recent years, ICT and the Internet have emerged as reliable sources of information. Unlike the media, the internet can help to participate in a prominent, democratic discourse, which can empower. And if used properly, quality concerns that have so often been attributed to

their economic status and potential are now within reach. While information and communication technology (ICT) is not the answer to all the problems of education, modern technology is an important tool for teaching and learning. In order to use these tools effectively and efficiently, teachers need ideas of technical expertise, opportunities to use them, training and timely support, and assessment time. Only then can teachers be informed and confident in their use of new technologies.

2 **Kaushal, Savita (2020)** conducted a study on Professional Development of Teachers in Higher Education in India. this paper is based on secondary data obtained from the various research studies, documents, and reports. It is felt that the findings of this paper will help the institutions, and policy makers to take up necessary action and to move ahead for making the higher education better. The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system, and this consequently depends upon the professional development opportunities to the teachers. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The developments and changes over the last two decades require a fresh look at the professional development of teachers. Professional development of teachers is based on the theory that "teachers are made, not born" in contrary to the assumption, "teachers are born, not made". Since teaching is considered an art and a science, the teacher must acquire not only knowledge, but also skills that are called "tricks of the trade". The overall discussion in this paper makes an attempt at providing an understanding of professional development of teachers in terms of quality education issues in the context of higher education.

3 **Kyaruzi (2020)** analysed Impact of a short term professional development teacher training on students' perceptions and use of errors in mathematics learning. This study explored the impact of a short-term professional development teacher training on (a) students' perceptions of their mathematics teacher's support in error situations as part of instruction, (b) students' perceptions of error situations while learning, and (c) mathematics teacher's actual error handling practices. Data were gathered from eight secondary schools involving eight teachers and 251 Form 3 (Grade 11) students in the Dar es Salaam region in Tanzania. To explore the effects of a short-term professional development teacher training, we used an exploratory quasi-experimental design with parallel pre-test and post-test instruments. Half of the teachers participated in the short-term professional development training in which they encountered and discussed new

ways for utilizing student errors for instruction and provision of (plenary) feedback. Questionnaire scales were used to measure students' perceptions of errors and perceptions of teacher support in error situations, along with videotaped lessons of plenary feedback discussions. Data were analyzed by latent mean analysis and content analysis. The latent mean analysis showed that students' perceptions of teacher support in error situations (i.e., "error friendliness") significantly improved for teachers who received the training but not for teachers who did not receive it. However, students' perceptions of anxiety in error situations and using errors for learning (i.e., "learning orientation") were not affected by the training. Finally, case studies of video-recorded plenary feedback discussions indicated that mathematics teachers who received the short-term professional development training appeared more error friendly and utilized errors in teaching.

4 **Ahmed (2019)** examined on the study of effects of ICT on professional development of teachers at university level. The aim of the study was to assess teachers' views on the use of communication technology and to obtain ICT results in improving teacher development at university level. The nature of study was descriptive and for this survey method was used. A simple random sampling method was adopted for sample selection. The research sample consists of 90 faculty staff, 120 students and 12 heads of various departments were randomly selected. Research findings show that ICT has positive effects on improving teacher performance. It was found that university teachers face many difficulties in preparing their lectures with technological innovations and utilization of ICT in classrooms.

5 **Japee, Gurudutta (2019)** studied on higher education and women in India. This paper aims to examine the status with regard to the major issues related to women in higher education with reference to India. It will point to strategies, which may help government and other higher education stakeholders in their efforts to strengthen the role of women in this apart of an area of activity, especially of a country's economy. The world is moving towards greater democracy and market-oriented policies in an effort to improve human development. In this climate, more opportunities should be provided for women to obtain executive appointments. The efforts of specialized agencies, of women's groups and the resolutions of international conferences all contribute towards the recruitment of women for such positions. Clear trends to strengthen the empowerment of highly qualified women are visible in the fields of research, training, advocacy and

networking and must be further strengthened. These operate both in the higher education domain itself and also in professional activities. The spin-off effects resulting from increased access and participation are life-long and have flow-on benefits for women in all social groups. What is required is a common vision of social and human development shared by men and women alike. This vision is based on social justice and accords women their rightful place in decision-making: "The essential task of the 21st century may well be to forge a new partnership between men and women in dealing with the present and in shaping the future of our personal and public agendas.

6 **Dlamini and Mbatha (2018)** examined the discourse of ICT teacher professional development needs: the case of a South African teachers' union. This paper reports on the findings from a study of in-service teachers who are members of a teachers' union in South Africa. These teachers were surveyed using a questionnaire based on Second Information Technology in Education Study (SITES), which is an analytic framework that includes teacher characteristics, pedagogical practices and ICT use, school factors and system, and other external factors. This exploratory study was conducted within the framework of a teachers' union to understand members' preparedness to integrate ICT tools in their teaching practices. Findings indicate the need for in-service professional development activities in the use of ICT for teaching, in teaching in multicultural environments, and in classroom management. Equally important is the role of school management and administration in the adoption and integration of ICT tools in education. In addition, the research provided clear evidence that despite the huge investments into ICT infrastructure by government, inequalities in ICT competencies among teachers remain. The most important conclusion is that the investments being made are politically motivated and that teachers are being side-lined in the decision-making processes and preference given to political visions.

7 **Khaliq and Baig (2018)** studied on importance of ICT in Teacher's professional development. The purpose of this study was to investigate the importance of ICT regarding professional development of teachers working in public sector secondary schools in province Punjab, Pakistan. A descriptive survey method was used in this study. A sample of 84 senior teachers, 175 secondary school teachers and 37 trainers were selected through the proportionate stratified probability sampling technique. A self-constructed and structured questionnaire was used for data collection. Both descriptive and inferential statistical techniques were adopted to analyze the data. For

this purpose, the mean and standard deviation, and one way between groups ANOVA was used. After analyzing the data, it was concluded that ICT has great importance for the effective professional development of the secondary school teachers in public sector, because in the present scenario ICT is bringing transformation and innovations in the education field throughout the world.

8 **Hammond (2017)** analyzed effective teacher professional development. Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to succeed in the 21st century. However, many teacher professional development initiatives appear ineffective in supporting changes in teacher practices and student learning. To identify the features of effective professional development, this paper reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. It identifies features of these approaches and offers descriptions of these models to inform those seeking to understand how to foster successful strategies.

9 **Ghara, Tushar Kanti (2016)** studied the status of Indian women in higher education. In this article the researcher analysed that women education and empowerment are the indicators of development. Women education ensures the holistic and long development. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. This communication has taken a look on women participation through women higher education institutes, women enrolment as compared with population. The participation in terms of distribution of institutes and enrolment has been studied for the years 2011-2016. The trend has been found as increasing but slow.

10 **Malik and Shafeeq (2016)** discussed on the ICT and professional development of teachers. The purpose of this paper was to provide an overview of ICT and Professional development of teachers. The rapid changes in technology will provide benefits for both the learner and the teacher. This paper shows that ICTs will change and modify the role, skills and responsibilities of the teachers. The use of ICT will enhance the learning experiences of the students and help them to think and communicate creatively. In India, teachers should be prepared to face the challenges of 21st century for imparting new education with the integration of ICT in such a way that teachers are enabled to face the new demands in their profession. Efforts must be made by the teachers to adjust

themselves in this technology-based society this will create a new learning environment and information rich society.

11 **Nagamani and Muthuswamy (2013)** carried out the work on teacher's professional use of ICT in secondary schools in Tamil Nadu, India. The study was conducted at the Salem, Coimbatore and Madurai districts. A total of 157 secondary school teachers were completed and returned the questionnaire. The study revealed that school location and the age variable had a significant influence on the use of computers for managing documents, use for computer accessories and the internet for general purposes, academic purposes. In contrast, gender had no significant influence in the above usage categories.

12 **Golob, Helena (2012)** analyzed the impact of teachers' professional development on the results of pupils at national assessment of knowledge. The main and most important purpose of education at all levels is a high quality of teaching and learning process. Achievements of students have become one of the most important criteria for determining the quality of education systems in Europe and worldwide. In Slovenia, the results of pupils at National Assessment of Knowledge have two meanings: they provide teachers with additional information about the knowledge of pupils, and they are feedback about the quality of the work at a school. Since the results of Slovenian pupils at National Assessment of Knowledge in statistical regions of the country are very different and decline at the national level from year to year, we are interested in finding out what is going on with the quality of teaching in our schools, what the role of school policy in teachers' professional development is, what attitudes teachers have towards their own professional development and what kind of competencies teachers develop through their professional development. Our survey wants to determine whether there are links between teachers' professional development and achievements of pupils at National Assessment of Knowledge in Mathematics and Mother tongue, and which variables of the teachers' professional development are determined the most by this indicator. Regarding the fact that much research confirm the impact of teachers' professional development on the results at National Assessment of Knowledge we expect to find out that teachers' professional development is an important factor of pupils' success at National Assessment of Knowledge. We expect to find out that the management approach to the teachers' professional development in schools with the best results at National Assessment of Knowledge importantly differs from the

management approach in schools with poorer results at National Assessment of Knowledge. We believe that teachers in schools with high results at National Assessment of Knowledge express more positive attitudes towards professional development and estimate their own competence development higher than teachers in schools with poorer results at National Assessment of Knowledge.

13 **Renn, Kristen A. (2012)** studied on role of women's higher education institutions in international context. In this study I examined the contribution of these institutions to their national systems of education and society. I used a qualitative, comparative, multiple case study approach to understand 14 diverse women's colleges and universities in nine nations on five continents. Five key roles emerged: access, campus climate, gender empowerment, leadership development, and cultural paradox. I make recommendations for research and practice. This study highlights key themes in women's higher education and illustrates that wherever they are, women's tertiary institutions are countercultural. In most nations women are eligible to attend the highest quality institutions, the overwhelming majority of which are coeducational. Choosing a women's university is atypical and runs against the prevailing culture. In some regions, particularly those with high poverty and strong religious fundamentalism, sending women to university at all remains atypical; in these contexts, women's institutions perform the countercultural role of educating women beyond what is expected of their gender. Around the world, the question arises as to why it might be important to sustain women-only institutions. Evidence from this study provides insight and suggests that for the foreseeable future women's higher education institutions will remain vital contributors to their national systems of education.

14 **Mikami (2011)** conducted a study on effects of a teacher professional development intervention on peer relationships in secondary classrooms. The current study tested the prediction from systems theory that effects of MTP-S on students would extend beyond the academic domain—that is, the ecology of teachers' behaviors towards students should also influence the ecology of students' behaviors towards one another. Participants were 88 teachers (43 randomly assigned to MTP-S and 45 assigned to a control group that received the regular professional development offerings in their school) and 1423 students in their classrooms. Observations and student self-report of classroom peer interactions were collected at the start and at the end of the course. Results indicated that in MTP-S classrooms, students were observed to show

improvement in positive peer interactions, although this pattern was not found in self-report data. However, moderation analyses suggested that for students with high disruptive behavior at the start of the course, teacher participation in MTP-S mitigated a typical decline towards poorer self-reported peer relationships. The relevance of findings for the social ecology of classrooms is discussed.

JUSTIFICATION OF THE STUDY

Before doing any work, it is necessary to keep its justification in mind. Through justification of research study, we can prove that how the results and conclusions of the research will affect the educational world. If there is a change in the habits of any administrative officer, then they can be known. A problem is a question that can be answered based on the problem-solving ability of an individual. The intensity of education can remain only when it is adapted to the time and society, and adaptation will happen only when the role of the teacher is right. At present, numerical upgradation is taking place but there seems to be a lack of quality.

Today, the bugle of educational revolution is sounding for qualitative improvement, education is using new methods of psychology in the field of teaching, learning, and training, coming out of the clutches of ancient traditions. Earlier, where only mental development and learning was important, today the emphasis is on all-round development. Earlier the teacher was the head, he was the director, now he is a friend, a philosopher, a guide. The child is no longer a passive listener but an active entity. Today many question marks are being raised on the role of teacher, many questions are being raised that how should the teacher be? Where new changes are being targeted daily, there is a challenge before the teacher in this series, now it must be seen how the teacher takes it?

The teacher is responsible for physical, mental, intellectual, moral, spiritual etc. all kinds of construction and development of the students. It is necessary to have teacher-oriented abilities or characteristics in the teacher. A teacher who builds many individuals is not just an individual but an institution. Where will this institution (teachers) end up if it moves like a bullock cart in today's computer age? DIET, SIERT, NCERT organize many trainings from time to time for professional upgradation of teachers.

So, few questions arise in the mind of researcher that-

- What is the role of women higher education institutions of northern India in context to professional development of teachers?

- Is there any difference in professional development of teachers ?

STATEMENT OF THE PROBLEM

Role of Women Higher Education Institutions of Northern India in Context to Professional Development of Teachers : A case study of Jaipur Region

DEFINITIONS OF KEY TERMS:-

- **Women's Higher Education Institutions:-** Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. Women's higher education institutions are specially established for Women's higher education for undergraduate and other higher level.
- **Professional Development:-** In education, the term Professional Development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what "professional development" is referring to.

OBJECTIVES OF THE STUDY

It is always good to start any work with certain objectives to give specified directions to that work. The researcher has determined to achieve following objectives to make her study planned and organized-

1. To identify the role of women higher education institutions of northern India in context to professional development of teachers.

2. To study the professional development of teachers from teacher education institutions based on gender.

3. To study the professional development of teachers from teacher education institutions based on work experience.

4. To study the professional development of teachers from teacher education institutions based on educational qualification.

HYPOTHESES OF THE STUDY

1. There is significant role of women higher education institutions of northern India in context to professional development of teachers.

2. There is no significant difference in the professional development of teachers from teacher education institutions based on gender.

3. There is no significant difference in the professional development of teachers from teacher education institutions based on work experience.

4. There is no significant difference in the professional development of teachers from teacher education institutions based on educational qualification.

RESEARCH METHOD

In the present study *Survey Method* will be followed to collect data from the Teachers of higher education institutions.

POPULATION

The Population for the study will constitute the Female Teacher from various Teacher Training Institutions of Jaipur Region in Rajasthan State.

SAMPLE

In the present study 600 female teachers will be selected from various Teacher Training Institutions of Jaipur Region in Rajasthan State. Random Sampling technique will be employed in the selection of the Teacher.

VARIABLES OF THE STUDY

- **Independent Variable:-** Role of Women Higher Education Institutions
- **Dependent Variable:-** Professional Development of Teachers

SOURCE OF DATA

Research data can be collected through the medium of primary and secondary sources-

- **Primary Sources-** Primary sources are first absorbed by the investigators. Directly collected by the observations which are in their original from the beginning to the end, then such data is called primary data or primary data. It is the original data.
- **Secondary Sources-** The secondary sources are those which are stored by others and the characters are available in magazines and research publications.

In the present study Primary and secondary sources both will be used.

NATURE OF DATA

There are mainly two types of data -

- **Qualitative-** qualitative data is defined as the data that approximates and characterizes. Qualitative data can be observed and recorded. This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interview, conducting focus groups and similar methods. Qualitative data in statistics is also known as categorical data. Data that can be arranged categorically based on the attributes and properties of a Thing or a phenomenon.
- **Quantitative-** quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

In the present study Quantitative and Qualitative both kind of data will be used.

RESEARCH TOOLS

The investigator will be using the Self Constructed Interview Schedule and Questionnaire for Teacher as Research tools to Collect Data.

STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques employed to test the hypotheses the findings-

- Percentage
- Mean
- Standard Deviation
- t - test

DELIMITATIONS

The present study has been delimited to-

- Teacher from Teacher education institutions of Jaipur District only.
- In the present study only B.Ed. College and Education Department of University will be included.
- Integrated and D.El.Ed. Program will be not included.
- Faculty of Humanities and Science in selecting sample of Teacher.

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